

## **RICHMOND DRIVE ELEMENTARY**

1162 Richmond Drive  
Rock Hill, SC 29732

**GRADES** K-5 Elementary School

**ENROLLMENT** 501 Students

**PRINCIPAL** Patrick Maness 803-981-1930

**SUPERINTENDENT** Dr. Randy Bridges 803-981-1000

**BOARD CHAIR** Kathy Pender 803-980-5512

## **THE STATE OF SOUTH CAROLINA**

### **ANNUAL SCHOOL REPORT CARD**

# 2003

#### **ABSOLUTE RATING:**

**GOOD**

Absolute Ratings of Elementary Schools with Students like Ours

<b>Excellent</b>	<b>Good</b>	<b>Average</b>	<b>Below Average</b>	<b>Unsatisfactory</b>
12	67	9	1	0

#### **IMPROVEMENT RATING:**

**UNSATISFACTORY**

#### **ADEQUATE YEARLY PROGRESS:**

**YES**

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### **SOUTH CAROLINA PERFORMANCE GOAL**

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

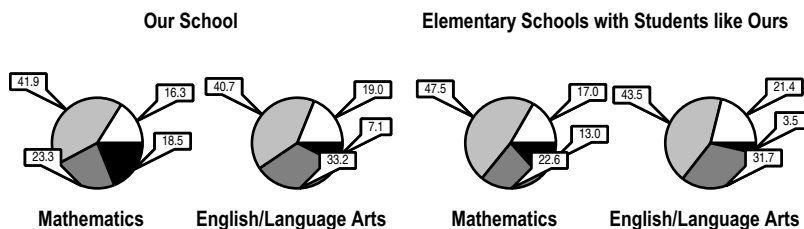
**FOR MORE INFORMATION, VISIT WEBSITES AT:**




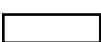
**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
2001	Good	Unsatisfactory	N/A
2002	Good	Unsatisfactory	N/A
2003	Good	Unsatisfactory	Yes
2004			

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
Number of surveys returned	38	84	56
Percent satisfied with learning environment	97.4%	89.2%	86.5%
Percent satisfied with social and physical environment	100.0%	85.4%	60.4%
Percent satisfied with home-school relations	97.2%	81.9%	81.5%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	254	99.6	19.0	40.7	33.2	7.1	40.3	17.6
Gender								
Male	131	100.0	22.8	41.2	30.7	5.3	36.0	17.6
Female	123	99.2	15.2	40.2	35.7	8.9	44.6	17.6
Racial/Ethnic Group								
White	112	100.0	8.4	31.8	49.5	10.3	59.8	17.6
African-American	109	99.1	31.1	48.9	18.9	1.1	20.0	17.6
Asian/Pacific Islander	13	100.0	7.7	46.2	15.4	30.8	46.2	17.6
Hispanic	20	100.0	31.3	50.0	18.8	N/A	18.8	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	224	99.6	15.2	39.9	36.9	8.1	44.9	17.6
Disabled	30	100.0	46.4	46.4	7.1	N/A	7.1	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	254	99.6	19.0	40.7	33.2	7.1	40.3	17.6
English Proficiency								
Limited English proficient	11	100.0	50.0	50.0	N/A	N/A	N/A	17.6
Non-limited English proficient	243	99.6	17.6	40.3	34.7	7.4	42.1	17.6
Socio-Economic Status								
Subsidized meals	137	99.3	30.7	46.5	21.1	1.8	22.8	17.6
Full-pay meals	117	100.0	7.1	34.8	45.5	12.5	58.0	17.6

Mathematics								
All students	254	100.0	16.3	41.9	23.3	18.5	41.9	15.5
Gender								
Male	131	100.0	18.4	39.5	26.3	15.8	42.1	15.5
Female	123	100.0	14.2	44.2	20.4	21.2	41.6	15.5
Racial/Ethnic Group								
White	112	100.0	8.4	33.6	29.0	29.0	57.9	15.5
African-American	109	100.0	28.6	47.3	17.6	6.6	24.2	15.5
Asian/Pacific Islander	13	100.0	N/A	46.2	23.1	30.8	53.8	15.5
Hispanic	20	100.0	12.5	62.5	18.8	6.3	25.0	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	224	100.0	11.6	41.7	26.1	20.6	46.7	15.5
Disabled	30	100.0	50.0	42.9	3.6	3.6	7.1	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	254	100.0	16.3	41.9	23.3	18.5	41.9	15.5
English Proficiency								
Limited English proficient	11	100.0	20.0	60.0	20.0	N/A	20.0	15.5
Non-limited English proficient	243	100.0	16.1	41.0	23.5	19.4	42.9	15.5
Socio-Economic Status								
Subsidized meals	137	100.0	26.1	51.3	15.7	7.0	22.6	15.5
Full-pay meals	117	100.0	6.3	32.1	31.3	30.4	61.6	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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**PACT PERFORMANCE BY GRADE LEVEL**

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	90	N/A	16.3	33.7	46.5	3.5	50.0
	Grade 4	81	N/A	18.7	37.3	41.3	2.7	44.0
	Grade 5	93	N/A	22.5	49.4	25.8	2.2	28.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	78	100.0	8.3	36.1	43.1	12.5	55.6
	Grade 4	86	98.8	20.5	42.3	33.3	3.8	37.2
	Grade 5	90	100.0	27.6	43.4	23.7	5.3	28.9
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	90	N/A	20.9	43.0	14.0	22.1	36.0
	Grade 4	81	N/A	18.7	36.0	26.7	18.7	45.3
	Grade 5	93	N/A	27.0	39.3	21.3	12.4	33.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	78	100.0	6.9	43.1	26.4	23.6	50.0
	Grade 4	86	100.0	21.5	38.0	19.0	21.5	40.5
	Grade 5	90	100.0	19.7	44.7	25.0	10.5	35.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 501)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	2.8%	Down from 3.0%	2.8%	2.4%
Attendance rate	96.7%	No change	96.0%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	12.6%	Down from 14.9%	19.1%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	6.1%	Up from 4.5%	8.1%	8.0%
Older than usual for grade	0.6%	No change	0.9%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 34)				
Teachers with advanced degrees	61.8%	Up from 59.5%	50.0%	50.0%
Continuing contract teachers	94.1%	Up from 83.8%	89.7%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	84.9%	Down from 85.0%	88.4%	86.2%
Teacher attendance rate	N/R	N/R	95.6%	95.3%
Average teacher salary	\$43,242	Up 5.0%	\$40,513	\$39,909
Prof. development days/teacher	9.3 days	Down from 9.4 days	11.3 days	11.4 days

School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio	18.6 to 1	Down from 19.6 to 1	19.2 to 1	18.9 to 1
Prime instructional time	N/R	N/R	90.0%	89.7%
Dollars spent per pupil*	\$5,238	Up 5.6%	\$5,696	\$5,892
Percent spent on teacher salaries*	74.8%	Up from 71.7%	66.5%	66.6%
Opportunities in the arts	Excellent	No change	Good	Good
Parents attending conferences	99.2%	Down from 99.8%	99.0%	99.0%
SACS accreditation	no	N/A	yes	yes

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
<b>N/A</b>	Not Applicable	<b>N/C</b>	Not Collected	<b>N/R</b>	Not Reported	<b>I/S</b>	Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Students, parents, and staff at Richmond Drive Elementary focused on "Family Ties" throughout the year. Children learned that strong positive relationships can be built both at home and school. As a result of its outstanding customer service and family-friendly environment, Richmond Drive won the Red Carpet School Award. Teachers discussed family values such as gratitude, fairness, hope and conviction as part of the character education program sponsored by Chick-Fil-A. As a part of this, faculty members recognized students who exhibited those traits daily. Many fourth and fifth grade students adopted first and second grade children in the cross-grade mentoring program. Luanne Cox, Janice Hyatt, and Vicki Scheppegrell developed a curriculum guide for the mentoring program so that other schools could replicate it. Fifth graders in the Tiger Employment Network learned much about responsibility as they assumed important positions as television crewmembers, Safety Patrol, kindergarten assistants, Courtyard Keepers, Recyclers, school store clerks, and office helpers. Children gave of themselves by participating in service projects such as sending supplies to soldiers in Iraq, sponsoring cancer research, and bringing pennies for books. In addition, over 60 students, staff, parents, and community members worked to clean up the campus on Make a Difference Day. The Richmond Drive family volunteered over 10,500 hours to help children.

There were many other instructional initiatives that were accomplished throughout the year. Teachers continued providing targeted instruction and assessment in reading. A new math series was implemented. Staff members used hands-on kits to promote inquiry-based science. Related arts teachers taught writing skills every Friday morning to third through fifth graders. The school created a gallery of student writing which displayed work from each grade level. Children worked at their ability level on basic skills items on the computer every day. Musical productions included a winter holiday concert by kindergarten students and "The Miracle Cure" musical by third, fourth, and fifth graders. Ms. Anissa Allen taught Spanish to every child throughout the year. 115 children participated in before and after school activities each day. At the end of the year, fourth graders attended a three-day camp in Aiken that focused on environmental issues.

All of these accomplishments could not have happened without the support of parents and the community. The PTO sponsored activities such as the Spaghetti Spectacular, Holiday Shop, Spring Carnival, Breakfast with a Buddy, Teacher Appreciation Luncheons, and Birthday Table. They raised an extra \$7,000 to help update the non-fiction section of the library. The School Improvement Council took a look inward in an effort to reorganize for better efficiency in the coming year. Richmond Drive's "Family Ties" are strong due to the overwhelming parental and community support.

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.